

## NOTES ON EDUCATION.

Fisk University (for colored persons) has \$31 students.

A course of lectures on journalism is to be given at Michigan University next year.

The State Normal School at San Jose, Cal., has just been entirely destroyed by fire.

Nearly 49 per cent of the colored children of Tennessee were last year enrolled in the public schools.

Only \$10,000 is lacking toward the endowment fund of \$150,000 proposed for Rochester University. The invested funds of the University now amount to \$285,000.

There is a ridiculous difference in the pay of male and female teachers in Dubuque County, Iowa; the former receive \$50 a month, the latter \$20 12—very little more than half.

The Yoo Gijinku College at Hirosaki, Japan, furnishes tuition at from 50 to 10 cents a term. The Japanese students have remarkably good memories, and therefore excel in languages.

The report of the Commission appointed to suggest reforms in the Baltimore school system recommends that competent colored persons be considered eligible as teachers in the colored schools.

Ninety-five per cent of those graduating from the Massachusetts Normal Schools teach in the public schools, and yet only about 37 per cent of the whole number of teachers in the State have had a professional training.

The last circular just issued of the Bureau of Education is of more practical value than any of the others. It is on "Training Schools of Cookery," and contains an interesting and suggestive appendix by Miss Carson on diaries for young people.

There is an increasing number of lectures open to women in the colleges of Cambridge University. These include the lectures on Political Philosophy and Jurisprudence, Greek History, Aristotle's Rhetoric, European History and the History of Treaties, and Advanced Psychology.

The penny-wise, pound-foolish system of education can go no further than in San Francisco. The Alta California says that in the sweeping reductions in salaries which the new Board of Education have made, the majority of the teachers receive less pay than the janitors, and even the higher-paid ones receive much less than the ordinary clerks in other departments of the city government.

During the past year Massachusetts has instructed 311,528 pupils in 5,558 public schools. The teachers numbered 8,749. There were 216 high schools, having 595 teachers and 19,311 pupils. In the State there are also 378 private, or parochial schools, with 15,168 pupils, and 66 academies, with 8,662 pupils. Altogether, there were 395,358 children in the schools during the year. The average length of the public school service was eight and three-quarter months. The total cost of the schools was \$4,991,824 41. The average monthly salary of the male teacher was \$67.44; of the female teacher, \$35.50.

The sixth annual meeting of the "Inter-Academic Union" of the state of New-York will be held at Albany on Convocation time, July 8-12. The subjects for the essays—which are limited to 1,500 words and must be sent in before June 15—are: 1. Life and Works of William Lloyd Garrison. 2. Importance and Methods of Reading for Literary Purposes. 3. Value of the Study of Natural Sciences. 4. Liberty versus License, or the Relation of the Individual to the State. 5. Editors and their Influence. 6. Write a descriptive letter. 7. The Search for Sir John Franklin. 8. Wolfe at Quebec. 9. Goldsmith's Deserter Village. It cannot be said that the selections are particularly apt and practical.

President James, of the Northeastern Ohio Teachers' Association, very wisely says: "There has grown up in this country a very unhealthy ambition to make common school education so cheap that even its enemies shall be satisfied. It would be far better if a more liberal public sentiment could be developed, so that communities would be willing to pay for a good education all that it is worth." The common opinion now is that if the cost of instruction in the common and higher English branches, in the sciences and classics, in French and German, in music and drawing, shall exceed \$20 a year, that something is wrong. I am ready to say that our school taxes should be twice as much as they now are. For the work to be done there should be twice as many school-houses and twice as many teachers employed. The difficulties of too many written examinations, too little oral work, too many written examinations, too little individual instruction, too little personal influence of teacher upon pupil, and many other evils, might then disappear."

Mr. Henry Cabot Lodge has compiled a volume of six Popular Tales, and Dr. Eliot a volume of Poets for Children, which have been introduced in the Boston schools, much to the mental growth and happiness of the pupils. As the Atlantic points out there is no way to suppress the cheap, sensational literature so much read by the young, except by educating the children in the public schools to read something better.

"The amount of reading," says The Atlantic, "which can be disposed of during a year in a good primary school is amazing. Such books as these are simply devoured by children who have hitherto been starved so far as their fancy and their imagination are concerned. If any one cares to test practically how strong the interest of children who are thus taught really is, he has only to buy a dozen picture-books, or, indeed, story-books of any kind, go to some primary school where this system is in successful operation, and tell the children that he has brought them something new to read. He will probably be satisfied that there is no lack of eagerness about him, and that the little people know quite well what they want."

It is probable that in Rochester several ladies will shortly become candidates for school offices. The Democrat notes that it is fortunate that the right of suffrage in school matters is accorded to the women of New-York at a time when they can immediately take advantage of it in the spring municipal elections, and add that in Rochester ladies of culture and influence have already expressed a determination to vote at the municipal election about to be held. "A general attendance at the party caucuses is not expected at this time," says The Democrat, "although the ladies would be cordially welcomed at the primaries. Their presence would undoubtedly have the effect of rendering the primaries in several words more orderly and more dignified, representative of the popular sentiments. The ladies of Rochester who have expressed an opinion on the question of voting at the approaching election, are inclined to cast their ballots for the most liberal and cultured male candidate, whatever his political affiliations, if no female candidates are in the field. It is the general impression that the women can exercise the right of suffrage in the most effective manner by casting their votes for the best men, instead of making separate nominations. That is, the immediate aim is to hold the balance of power and make it felt when an objectionable candidate is in the field."

It is somewhat amusing to read day after day the irritated declarations of teachers and superintendents that there is nothing fresh or new in the Quincey school system, that they knew it all before and have discussed it a thousand times. Granting that this is true, why then do they not apply the principles which have had a triumphant success in Quincey? It is silly and disingenuous for teachers still persisting in the disgraceful old rote methods to sneer at the Quincey plan as an old story. When they adopt it in their own schools they will have a right to speak, and not before. As surely Colonel Parker's ideas are not new—he does not claim that they are; but his practical application of them is new; the wisdom and thoroughness and untiring thought and care with which he has built up and maintained the system in the Quincey schools make a force very new indeed in American education—a force only too much needed in every village, town and city. It will probably be very long before his methods are applied elsewhere than in Quincey and Boston, for they completely overturn the ruling idea of military discipline in school—there can be with them no teaching in platoons and they demand superintendents and teachers who are born to the work, who have a natural talent for it. It is in this last requisite that one sees the greatest promise of growth in our school system. Let the Quincey plan once spread, and away go all the cut-and-dried machine superintendents, all the young rote-teachers who pour out of divers normal schools, all the foolish girls who, half trained and incapable, presume to teach country schools for pocket-money. Let the small-

minded pedagogues who criticise Colonel Parker as "not original," reflect that to talk over his theories in their meetings does not amount to anything. His application of them has made Quincey the one bright spot in American education and is rapidly convincing all practical people that the teaching that is a thing of ideas and not of gabble, that cultivates and enlarges the mind from inside instead of stuffing it from the outside, is the teaching that we are bound to have soon or late.

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